

# Student Voice Aggregate Report

## Student Voice Grades 3-5 Survey

**Results for surveys taken from  
August 01, 2014 through May 29, 2015**

*Report Generated: May 29, 2015*



# The Role of Student Aspirations in Today's Schools

Today's students want to be successful, whether their goal is to learn algebra or a trade, get good grades or go to college. Too often, however, students can't reach their future goals and dreams because their schools' conditions are not supportive. The key to understanding whether supportive conditions exist is to ask the students themselves.

The *8 Conditions that Make a Difference®* in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging*, *Heroes*, *Sense of Accomplishment*, *Fun & Excitement*, *Curiosity & Creativity*, *Spirit of Adventure*, *Leadership & Responsibility*, and *Confidence to Take Action*. The 8 Conditions make a difference because they help schools put into practice the three Guiding Principles that facilitate Aspirations work: *Self-Worth*, *Engagement*, and *Purpose*.

## Developing Students' Self-Worth:

### ***Belonging, Heroes, and Sense of Accomplishment***

*Self-Worth* begins when students experience a sense of *Belonging*: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Students also experience *Self-Worth* when someone in their lives believes in them. They need *Heroes*: people they can look up to, respect, and learn from. To develop *Self-Worth*, students also need a *Sense of Accomplishment*. They must be recognized as much for their effort, perseverance, and citizenship as they are for high grades and good test scores. As students build *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

## Fostering Students' Engagement in Learning:

### ***Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure***

*Engagement* means that students experience *Fun & Excitement* in their learning. They become so involved that they almost lose track of time. At the end of the lesson, they wonder, "Where did that time go?" Actively engaged students are not afraid to ask "Why?" or "Why not?" about the world around them. *Curiosity & Creativity* are alive in the way they learn, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged students also have a *Spirit of Adventure*. They are not afraid to try new things or to take on healthy challenges, regardless of whether they might succeed or fail. With *Engagement*, learning becomes important in and of itself.

## Encouraging a Sense of Purpose:

### ***Leadership & Responsibility and Confidence to Take Action***

Schools must challenge students to think about their *Purpose* -- *who* they want to become as well as *what* they want to be. To reach this goal, students need to explore what it means to have, and create, a successful and rewarding life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, students need the opportunity to assume *Leadership & Responsibility* in their lives. They must learn to make decisions and understand the consequences of their choices. When students have *Purpose*, they have the *Confidence to Take Action* toward a meaningful, productive, and rewarding future. They believe in themselves and are motivated to reach their dreams.

All members of the school community can foster the 8 Conditions, making a positive difference in the lives of today's students by supporting the goals those students set and strive to reach.

## **The *Student Voice*™ Survey**

The *Student Voice* Survey assesses student aspirations by asking students questions based on each of the 8 Conditions. By asking students how they perceive their school environment, *Student Voice* provides educators with a powerful tool for understanding both what motivates and inspires students to achieve and how well students believe their school is meeting those objectives.

## **Measuring Aspirations in Your School**

This report provides information that can help guide your school system in its ongoing efforts to elevate student aspirations, improve student achievement, and promote the highest teaching and learning standards. The data gathered from the *Student Voice* Survey is meant to help your school explore the 8 Conditions as they relate to your school's unique mission. Areas of strength and areas of concern can be identified from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators, staff, and students. In conjunction with other information about your school, community, and students, *Student Voice* is a powerful tool for initiating innovative, meaningful school change.

For more information, please visit [studentvoicesurveys.com](https://studentvoicesurveys.com)

## How to Use This Report

The *Student Voice* 3-5 Report gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions *through the eyes of students*. The purpose of this report is to provide a context for exploring how students view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain valuable insights into the relationship between student aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

### Demographics

- First, gain an overall picture of your students by looking closely at the Demographics. Refresh your understanding of who your students are, their backgrounds, and how they spend their time.

### The 8 Conditions

- Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that every Condition can be explored individually.
- Look for connections among the results that warrant deeper discussion. For example, did a high percentage of students say they enjoy learning new things, while a high percentage also said school is boring? How might these two findings be related?
- Note areas of strength and celebrate!
- Note areas of concern and take steps to understand and make improvements.

### Keep in Mind

- Working with the results is a process, not an event.
- Critical analysis is much more time-consuming than taking the survey itself.
- Comparisons within your own school (e.g., by grade level, gender, etc.) are often instructive.
- Ongoing conversations among colleagues and students provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of this entire effort is to improve the teaching and learning environment in your school.

*\*The survey has several internal consistency checks to ensure data are accurate and valid. As a result, respondents who answered fewer than one-quarter of the survey statements are not included in the reporting function.*

## Demographics

The demographic data are presented both as counts and as percentages.<sup>1</sup>

Total number of respondents: 10899

Gender of Students		
Gender	Count	Percent
Boy	5486	50.7%
Girl	5341	49.3%

Grade of Students		
Grade	Count	Percent
3rd	3505	32.6%
4th	3510	32.7%
5th	3728	34.7%

Age of Students		
Age	Count	Percent
7	29	0.3%
8	1904	17.6%
9	3437	31.7%
10	3617	33.4%
11	1753	16.2%
12	96	0.9%
Other	8	0.1%

<sup>1</sup>Count totals for specific demographics may not equal the total survey count, as not all respondents report demographic information. Total percentages may not equal one hundred due to rounding.

## The 8 Conditions that Make a Difference

***Belonging***  
***Heroes***  
***Sense of Accomplishment***  
***Fun & Excitement***  
***Curiosity & Creativity***  
***Spirit of Adventure***  
***Leadership & Responsibility***  
***Confidence to Take Action***

The 8 Conditions have positive effects on the development of student aspirations in schools. The descriptions of these Conditions outline an approach that frames how schools can recognize and nurture the development of student aspirations. The 8 Conditions represent a return to the common belief that every educator holds: There is nothing more important than motivating students to learn. The identified 8 Conditions do not represent an exhaustive list, but each is important if we are to have self-assured, inspired, and goal-directed students. All schools can benefit by creating and cultivating these Conditions in the lives of their students.

***"Aspirations is the ability to dream and set goals for the future  
while being inspired in the present to reach those dreams."***

**-Dr. Russell J. Quaglia**

## Belonging

The Condition of Belonging means that a student is a valued member of a community while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is an important condition for a student's feeling of well-being, social engagement, and competence. The Condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. Teachers have the opportunity to establish a culture of Belonging in their classrooms, one that promotes their students' sense of well-being, connection, and self-belief.

Question	Total in Agreement	Gender		Grade		
		Male	Female	3rd	4th	5th
1. I like my school	75.4%	70.8%	80.2%	79.4%	76.4%	70.8%
2. Other students like me	66.8%	67.1%	66.5%	68.0%	66.9%	65.4%
3. I feel important in my classroom	52.6%	51.5%	53.7%	57.4%	51.4%	49.1%
4. The principal knows my name	81.5%	83.8%	79.1%	83.2%	81.6%	79.6%
5. Other students are kind to me	48.8%	49.8%	47.7%	50.4%	49.0%	46.7%
6. I have friends I can be with at lunch	82.8%	83.9%	81.7%	81.7%	83.1%	83.7%
7. I think bullying is a problem at my school	51.3%	53.4%	49.3%	64.0%	49.7%	40.7%

## Heroes

Heroes are the everyday people -- teachers, friends, family -- in students' lives who inspire them to excel and to make positive changes in attitude and lifestyle. Heroes are the people students can connect with, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Teachers can be heroes to their students. Students can look up to teachers as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

Question	Total in Agreement	Gender		Grade		
		Male	Female	3rd	4th	5th
8. Students respect teachers	49.2%	51.5%	46.7%	56.5%	49.6%	41.6%
9. Students help each other at my school	55.8%	55.9%	55.8%	62.4%	55.4%	50.1%
10. My teacher cares about me	88.0%	85.5%	90.6%	90.3%	88.6%	85.4%
11. If I am upset, I can tell my teacher why	55.9%	55.7%	56.0%	64.6%	53.7%	49.5%
12. Teachers care if I am absent from school	67.6%	66.3%	69.1%	69.8%	66.1%	67.1%
13. If I have a problem, I have an adult at school I can talk to	71.1%	69.3%	73.0%	75.3%	71.2%	67.2%
14. Teachers respect students	84.0%	82.5%	85.6%	88.0%	84.6%	79.7%
15. Students respect each other	49.2%	50.6%	47.8%	60.5%	47.8%	39.7%

## Sense of Accomplishment

The Condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a student's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. Teachers have the opportunity to celebrate their students' accomplishments in visible ways. Taking time to recognize and support students' efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.

Question	Total in Agreement	Gender		Grade		
		Male	Female	3rd	4th	5th
16. My teachers recognize me when I am kind and helpful	63.8%	63.2%	64.3%	70.9%	62.0%	58.5%
17. I give up when schoolwork is difficult	5.7%	6.5%	4.9%	7.3%	4.9%	5.0%
18. My teacher tells my parents when I do well in school	70.5%	68.3%	72.7%	75.5%	69.4%	66.9%
19. Teachers recognize me when I try my best	67.9%	66.9%	68.9%	72.7%	66.9%	64.0%
20. I give my best effort at school	85.1%	81.8%	88.5%	85.6%	85.8%	84.3%
21. Getting good grades is important to me	93.5%	92.0%	95.1%	92.6%	94.1%	93.9%
22. My teacher hangs up my work in the classroom or hallway	43.4%	40.5%	46.4%	49.0%	42.5%	39.0%
23. I help other students at my school	75.0%	70.5%	79.7%	79.2%	74.7%	71.5%

## Fun & Excitement

The Condition of Fun & Excitement is characterized by students being inspired. They are actively engaged and emotionally involved in their schoolwork. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. The first three Conditions -- Belonging, Heroes, and Sense of Accomplishment -- help establish a learning environment in which students can feel safe to have fun together in learning.

Question	Total in Agreement	Gender		Grade		
		Male	Female	3rd	4th	5th
24. I have fun at school	63.6%	60.1%	67.1%	72.0%	64.3%	55.0%
25. School is boring	9.1%	12.7%	5.2%	8.1%	7.9%	11.0%
26. Teachers have fun at school	57.5%	56.6%	58.3%	60.4%	56.7%	55.4%
27. Learning can be fun	66.3%	62.2%	70.5%	71.7%	66.4%	61.3%
28. I like going to school	59.0%	52.5%	65.8%	66.4%	59.7%	51.4%



## Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Curiosity triggers students to ask "Why?" while creativity gives them the initiative to ask "Why not?" The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Teachers can devote extra attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

Question	Total in Agreement	Gender		Grade		
		Male	Female	3rd	4th	5th
29. I feel comfortable asking questions in class	55.8%	58.6%	53.0%	56.3%	55.0%	56.2%
30. I enjoy working on projects with other students	71.9%	70.8%	72.8%	77.0%	72.3%	66.4%
31. I like to learn new things in my classes	80.6%	78.5%	82.9%	84.9%	80.7%	76.5%
32. My teacher listens to my ideas	69.8%	67.9%	71.9%	71.6%	69.0%	69.3%
33. My teacher knows what I like to do	50.4%	52.2%	48.5%	54.2%	48.5%	48.3%
34. I like what I learn at school	65.9%	63.1%	68.9%	72.7%	66.4%	59.3%

## Spirit of Adventure

The Spirit of Adventure is characterized by a student's ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. Teachers can encourage and support students' Spirit of Adventure by urging them to explore new things. When teachers create an atmosphere that allows for healthy decision making and risk taking, students can become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Question	Total in Agreement	Gender		Grade		
		Male	Female	3rd	4th	5th
35. My teacher helps me learn from my mistakes	85.1%	83.7%	86.4%	86.1%	85.9%	83.4%
36. I only raise my hand if I am sure of the answer	49.1%	49.1%	49.1%	57.5%	50.1%	40.3%
37. My teacher thinks I am smart	83.6%	82.4%	84.9%	85.6%	83.3%	82.1%
38. I am excited to tell my friends when I get good grades	57.0%	53.6%	60.4%	56.8%	55.2%	58.8%
39. The things I learn in school are important to me	80.2%	77.2%	83.5%	83.3%	81.7%	76.1%

## Leadership & Responsibility

The Condition of Leadership & Responsibility means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers who promote this Condition teach and expect their students to be good decision makers. They provide legitimate decision making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.

Question	Total in Agreement	Gender		Grade		
		Male	Female	3rd	4th	5th
40. I see myself as a leader	39.3%	36.2%	42.3%	40.4%	38.0%	38.9%
41. Other students listen to my ideas	31.5%	32.2%	30.9%	33.8%	30.8%	29.8%
42. I am a good decision maker	45.5%	44.1%	46.9%	50.9%	44.4%	41.6%
43. Teachers learn from students	46.7%	43.9%	49.7%	42.5%	44.7%	52.7%
44. Students help make classroom rules	36.7%	36.9%	36.4%	40.4%	34.5%	35.1%
45. It is important to follow rules	94.5%	92.7%	96.5%	96.5%	95.3%	92.1%

## Confidence to Take Action

Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This Condition is at the heart of what educators ultimately strive for: instilling in their students a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teachers empower their students to become active and involved members of their learning environments.

Question	Total in Agreement	Gender		Grade		
		Male	Female	3rd	4th	5th
46. I think I am smart	72.1%	72.4%	71.8%	75.1%	71.6%	69.6%
47. I want to go to college	86.1%	84.8%	87.5%	83.5%	85.5%	89.4%
48. I work hard in school	86.4%	83.2%	89.7%	88.2%	86.8%	84.5%
49. I know how to set goals for myself	74.2%	74.2%	74.2%	72.0%	73.9%	76.7%
50. My teacher helps me reach my goals	76.4%	75.6%	77.1%	78.8%	76.0%	74.6%

## All Results

Category	Question	Total in Agreement	Yes	No	Sometimes	Did Not Answer
Belonging	1. I like my school	75.4%	75.4%	2.2%	22.4%	0.2%
Belonging	2. Other students like me	66.8%	66.8%	4.5%	28.7%	0.7%
Belonging	3. I feel important in my classroom	52.6%	52.6%	14.7%	32.7%	1.0%
Belonging	4. The principal knows my name	81.5%	81.5%	10.0%	8.5%	1.1%
Belonging	5. Other students are kind to me	48.8%	48.8%	5.1%	46.1%	1.3%
Belonging	6. I have friends I can be with at lunch	82.8%	82.8%	4.1%	13.1%	2.0%
Belonging	7. I think bullying is a problem at my school	51.3%	51.3%	21.9%	26.8%	2.4%
Heroes	8. Students respect teachers	49.2%	49.2%	2.0%	48.8%	0.9%
Heroes	9. Students help each other at my school	55.8%	55.8%	3.0%	41.1%	1.1%
Heroes	10. My teacher cares about me	88.0%	88.0%	2.4%	9.6%	1.0%
Heroes	11. If I am upset, I can tell my teacher why	55.9%	55.9%	14.0%	30.1%	1.2%
Heroes	12. Teachers care if I am absent from school	67.6%	67.6%	11.0%	21.4%	1.4%
Heroes	13. If I have a problem, I have an adult at school I can talk to	71.1%	71.1%	11.1%	17.8%	1.9%
Heroes	14. Teachers respect students	84.0%	84.0%	2.3%	13.7%	2.6%
Heroes	15. Students respect each other	49.2%	49.2%	4.5%	46.3%	2.6%
Sense of Accomplishment	16. My teachers recognize me when I am kind and helpful	63.8%	63.8%	5.5%	30.7%	0.8%
Sense of Accomplishment	17. I give up when schoolwork is difficult	5.7%	5.7%	78.2%	16.0%	1.0%
Sense of Accomplishment	18. My teacher tells my parents when I do well in school	70.5%	70.5%	7.0%	22.5%	0.8%
Sense of Accomplishment	19. Teachers recognize me when I try my best	67.9%	67.9%	5.5%	26.7%	1.1%
Sense of Accomplishment	20. I give my best effort at school	85.1%	85.1%	1.5%	13.4%	1.2%
Sense of Accomplishment	21. Getting good grades is important to me	93.5%	93.5%	1.5%	5.0%	1.5%
Sense of Accomplishment	22. My teacher hangs up my work in the classroom or hallway	43.4%	43.4%	17.5%	39.0%	2.0%

*\*Percentages for Yes are calculated based on the number of students who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of students who took the survey.*

## All Results (cont.)

Category	Question	Total in Agreement	Yes	No	Sometimes	Did Not Answer
Sense of Accomplishment	23. I help other students at my school	75.0%	75.0%	2.1%	22.9%	2.8%
Fun & Excitement	24. I have fun at school	63.6%	63.6%	3.8%	32.6%	0.9%
Fun & Excitement	25. School is boring	9.1%	9.1%	55.9%	35.0%	0.8%
Fun & Excitement	26. Teachers have fun at school	57.5%	57.5%	3.1%	39.4%	0.7%
Fun & Excitement	27. Learning can be fun	66.3%	66.3%	4.7%	29.0%	1.3%
Fun & Excitement	28. I like going to school	59.0%	59.0%	8.0%	33.0%	1.5%
Curiosity & Creativity	29. I feel comfortable asking questions in class	55.8%	55.8%	10.9%	33.3%	0.7%
Curiosity & Creativity	30. I enjoy working on projects with other students	71.9%	71.9%	5.0%	23.2%	0.6%
Curiosity & Creativity	31. I like to learn new things in my classes	80.6%	80.6%	2.3%	17.1%	0.5%
Curiosity & Creativity	32. My teacher listens to my ideas	69.8%	69.8%	4.8%	25.3%	0.8%
Curiosity & Creativity	33. My teacher knows what I like to do	50.4%	50.4%	20.5%	29.2%	1.3%
Curiosity & Creativity	34. I like what I learn at school	65.9%	65.9%	3.9%	30.1%	1.7%
Spirit of Adventure	35. My teacher helps me learn from my mistakes	85.1%	85.1%	2.7%	12.3%	0.7%
Spirit of Adventure	36. I only raise my hand if I am sure of the answer	49.1%	49.1%	16.6%	34.3%	0.8%
Spirit of Adventure	37. My teacher thinks I am smart	83.6%	83.6%	2.7%	13.7%	1.4%
Spirit of Adventure	38. I am excited to tell my friends when I get good grades	57.0%	57.0%	19.8%	23.2%	1.6%
Spirit of Adventure	39. The things I learn in school are important to me	80.2%	80.2%	3.1%	16.6%	2.1%
Leadership & Responsibility	40. I see myself as a leader	39.3%	39.3%	21.3%	39.4%	0.7%
Leadership & Responsibility	41. Other students listen to my ideas	31.5%	31.5%	14.3%	54.2%	0.6%
Leadership & Responsibility	42. I am a good decision maker	45.5%	45.5%	11.2%	43.3%	1.0%
Leadership & Responsibility	43. Teachers learn from students	46.7%	46.7%	11.0%	42.3%	1.6%
Leadership & Responsibility	44. Students help make classroom rules	36.7%	36.7%	28.9%	34.4%	1.7%

*\*Percentages for Yes are calculated based on the number of students who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of students who took the survey.*

## All Results (cont.)

Category	Question	Total in Agreement	Yes	No	Sometimes	Did Not Answer
Leadership & Responsibility	45. It is important to follow rules	94.5%	94.5%	1.2%	4.3%	2.5%
Confidence to Take Action	46. I think I am smart	72.1%	72.1%	5.0%	22.9%	0.5%
Confidence to Take Action	47. I want to go to college	86.1%	86.1%	7.3%	6.6%	0.9%
Confidence to Take Action	48. I work hard in school	86.4%	86.4%	1.2%	12.4%	0.9%
Confidence to Take Action	49. I know how to set goals for myself	74.2%	74.2%	7.4%	18.4%	1.5%
Confidence to Take Action	50. My teacher helps me reach my goals	76.4%	76.4%	5.8%	17.8%	1.8%

*\*Percentages for Yes are calculated based on the number of students who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of students who took the survey.*